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animals and those of the zoölogical gardens will be observed and discussed.

The use of wood, coal, and gas as fuel will be studied in the burning of a candle as an illustration of combustion.

Cooking and Domestic Science: Owing to delay in securing suitable room and equipment for teaching this subject, the October work was not taught as outlined, but was given in November instead. Following that plan, the October work in cooking will be the study of sugar in the making of candy: burned sugar, caramel, syrup, and recrystallized sugar. Connecting with the science lessons already outlined, the large percentage of carbon in sugar will be discovered as a product of combustion. As stated in the outlines of previous months,

the foods successfully cooked will be served at the daily luncheon hour, which is an occasion for mutual entertainment, attention, and courtesy, as well as refreshment.

References

EARLY HISTORY OF CHICAGO.

Andreas, *History of Chicago*, Vol. I, II, and III; Blanchard, *The Northwest and Chicago*, Vols. I and II; Kinzie, *Wau-Bun*, edition of 1873; Moses, *Illinois, Historical and Statistical*, Vols. I and II; *The Fergus Papers*.

RIVERS.

Geikie, *Physical Geography*; Réclus, *The Earth*; Herrick, *The Earth in Past Ages*; Brun, *Geology*; Le Conte, *Compend of Geology*; Encyclopedia Britannica; Macturk, *Physical Geography*; Huxley, *Physiography*; Russel, *Rivers of North America*; Chisholm and Lute, *Longman's School Geography*; Slater, *First Book in Geology*; Tarr, *Physical Geography*; Abbott, *Water and Land*.

Fifth Grade

Willard Streeter Bass

History

The subject for the month will be the settlement and early history of Virginia. The study of the social and industrial life of the colony will be a very prominent feature of the work. The influences which determined the peculiarities of Virginian life sought in (1) the character of the colonists and their motives in coming to America and (2) in the geographic character of the colony. The work will begin with a comparison of life on a Virginia plantation with that on the New England farm studied in November, and comparisons with the conditions previously studied in New England will be made at every step in the work, in order that the effect of geographic and climatic influences upon social, industrial, and civil institutions may be more clearly seen. The topics to be treated, with some hints of the methods to be employed are given below.

THE VIRGINIA PLANTATION. The teacher will show pictures of Virginia plantations of colonial times. The pupils will observe the character of the land, the size of the fields, the house, the slave quarters, etc. The chief business of the plantation will then be discussed, and the methods of tobacco culture and their influence upon the life of the planter determined. The plantation will be compared with the New England farm studied in the November history, and with the Illinois farm visited in October. The life of the planter's children will be studied as a means of making vivid to the pupil's mind the leisurely outdoor life, with its abundance of sports, and its scarcity of books and studies, its lack of towns and schools.

GEOGRAPHICAL CONDITIONS WHICH MADE THIS LIFE POSSIBLE. The children will see from pictures that the soil is fertile and the climate favorable for tobacco culture. From sand or chalk modeled maps they will see the abundance of rivers, and how it would be possible for each planter to have his own wharf and sell his tobacco and buy his manufactured articles from the master of some ship at his own door.

CHARACTER OF THE COLONISTS AND THEIR MOTIVES IN COMING TO AMERICA. The lack in Virginia of the intense religious feeling which characterized the New England Puritans will be at once apparent to the pupils, and they will be led to seek its cause in the more commercial motives which were responsible for the colonization of Virginia. Among these will be noticed the desire of England to rival Spain in obtaining wealth from the New World, and the incentives as well as possibilities of colonization growing from the destruction of Spain's sea power.

STORY OF JOHN SMITH AND THE FOUNDING OF VIRGINIA. Tell or read the story of Smith's early life as that of a great adventurer in an age of adventurers. Let children give Smith's probable motives in coming to Virginia. Describe the first years at Jamestown, what Smith did for the colony, his explorations, and his adventures with the Indians. Make the descriptions so vivid that the pupils can draw a picture of Jamestown and of the more dramatic of Smith's adventures.

References: Fiske, *Old Virginia and Her Neighbors*, Vol. II, pp. 174-269; Doyle, *English Colonies in America*, Vol. I, p. 185; Lodge, *English Colonies in America*, pp. 1-92; John Smith, *The True Relation* (American History Leaflets, No. 27); Earle, *Home Life in Colonial Days*. For children: Charles Carleton Coffin, *Old Times in the Colonies*; Guerber, *Story of the Thirteen Colonies*; Carpenter's *Geographical Readers*, *North America*, p. 104.

Geography

The work of the month will be the beginning of the study of North America as a continent. The particular object of the month's work will be to have the pupil form a clear image of North America as a huge land mass composed of widely varying landscapes and supporting many forms of life and activity. Maps will be used this month as a means of helping the pupil to form a clear perception of the landscape of a region and its relation to other regions.

The class will first consider the landscape about Chicago and discuss it in respect to (1) surface, i.e., level or undulating, (2) soil, (3) vegetation, (4) occu-

pations of inhabitants, (5) agricultural products.

The landscape in other sections of the continent will be studied in the same particulars as that about Chicago. The means of study will be twofold. (1) Those of the pupils who have traveled will describe the regions they have visited to the rest of the class, and draw pictures on the board showing the landscape, occupations of the people, etc. (2) Pictures of characteristic landscapes and industries will be exhibited and descriptions of them read. The localities so studied will be New England, whose history was studied in October and November; Virginia, whose history is being studied in December; the cotton belt, the great plains, the Rocky Mountains, and the Pacific slope.

The class will locate each of the regions studied by pointing to the direction in which it lies from Chicago, and telling the length of time required to reach it by railroad. The Atlantic and Pacific oceans and the Gulf of Mexico will be located in the same manner, and the distance to the Arctic Ocean estimated by the time which would be required to reach it, if the conditions of travel to it were the same as to the other seacoasts.

The teacher will then clarify the crude picture of the continent thus formed, by modeling it in sand before the class. He will begin by locating Chicago, and, seeking directions from the class at every point, will locate and represent each region studied. The result of his work should further show the general triangular shape of the continent, the largest indentations of the coastline, the division of the land into two great slopes, and the positions of the largest river basins. The class will describe the shape of the continent and the position of the two great slopes by gesture and then model it in sand. As the pupils feel the need of more detailed

knowledge for the sake of greater accuracy in their maps, the teacher will model a map in chalk.

The class will then study, by means of pictures, descriptions, and United States crop bulletins, the probable climatic conditions and occupations of the people in various parts of the continent as they exist in December. The types taken for study will be the Eskimo and the Klondike miner in the extreme north, the lumberman in Canada and northern United States, the cotton grower in southern United States, the cowboy on the plains, the fruit grower in California, and the cacao planter in Mexico. Each pupil will take one of these men and find out all he can of his daily life and his surroundings. He will then report what he learns to the rest of the class in writing, by a picture, and if possible by actually acting out some portion of the life studied.

References for Pupils: Carpenter, *Geographical Readers, North America*, pp. 109-118, 184-189, 264-274, 298-306; King, *Picturesque Geographical Readers, Fifth Book*, pp. 1-13, 78-106, 206-216; Ibid, *Second Book*, pp. 1-13, 165-169, 273-276; Wyckoff, *The Workers*, Vol. I.; Tarr and McMurry, *North America*; United States Crop Bulletins; Longman, *Geography*,

Nature Study

METEOROLOGY: The weather record, by means of the color chart and graphical thermometer record, will be continued. The principle of the barometer will be explained. Each child will learn to read the instrument and will keep a graphical record of its rise and fall during the month. The conditions of the weather following a rise or fall of the barometer will be carefully noted and an estimate formed of the usefulness of the instrument in directly predicting the weather.

ASTRONOMY: The inclination of the sun will be observed with the skiameter at nearly the time of the winter solstice.

The area of level ground covered by a given cross-section of sunshine will be determined and compared to the area of level ground covered by an equal cross-section November 22. In connection with this a comparison of the average temperature of November and December will be made.

PHYSICS: Simple experiments upon air pressure will be performed by the pupils, which will lead up to an understanding of the principle of the barometer. Care in observing and recording experiments will be required of the pupils, and the necessity of drawing one's own inferences from experiments insisted upon.

Simple experiments will also be performed to show the conveyance of heat by conduction and convection, and to show the expansion of solid, liquid, and gaseous bodies when heated. Practical applications of the principles learned in the above experiments will be seen in a study of the heating and ventilating apparatus of the building.

References: Jackman, *Nature Study and Related Subjects*, pp. 64-67; Jackman, *Nature Study in the Grammar Grades*, pp. 107-113, 136-144, 153, 154; Hall and Bergen, *Text-Book of Physics*, pp. 28-40, 223-227, 342-344, 346, 349, 350; Carhart and Chute, *Elements of Physics*, 83-102, 104-108, 128-137, 140-142.

Number Work: Problems of the same nature as those described in last month's outline will arise also from this month's weather record and skiameter observations. These problems will be treated in the same manner and will give the pupils practice in the use of fractions and in percentage as a means of expressing a ratio.

In connection with the study of the heating apparatus of the building, the amount of coal burned in a day, a week, and a month will be ascertained, and from this, and the price of coal, the cost of heating the building will be determined.

Written Work: History. The class will write an original story of the life of a Virginia boy, modeled after the story of Ezekiel Fuller in *Ten Boys*, and intended to supply in some measure the lack of such a story in that book.

Geography. Each pupil will write a story of a December day in the life of an inhabitant of some portion of North America.

Nature Study. Written records of all experiments in science will be kept, and care will be taken to have these clearly expressed and correctly written.

Art: Painting of December landscape and of scene from Virginian life.

Drawing: Apparatus used in experiments in physics. Diagram showing area of level ground covered by a beam of sunshine of given cross-section at noon on December 22.

Sand Modeling: Map of North America.

Music: *Christmas Bells*, p. 92; *Old Christmas*, p. 100, in Second Book Modern Music Series; *We Three Kings of Orient Are; Christmas Carol*, p. 128 First Book Modern Music Series; *Zu Bethlehem Geboren*, December COURSE OF STUDY; *In the Tempest*, p. 182 Third Book Modern Music Series; *Father Christmas*, p. 57 Primer, Modern Music Series.

Sixth Grade

Edith Burnham Foster

History

I. The sea route to India. 1. Vasco da Gama (1498). (a) Found favor with the Hindu Rajah of Calicut on Malabar coast, and took back a letter from him to the King of Portugal. (Text of letter to be read. Quoted in *Hunter*, p. 418.) (b) Subsequent voyages and settlements of da Gama.

II. State of India at that time. (a.) In hands of Hindus. (b.) Who were the Hindus?

III. History of conquerors of India.

1. Aryans conquered aborigines. (a) Traces of aborigines now in scattered tribes. (b) Our knowledge of early history unreliable. Ramayana; Mahabharatha.

2. Hindus: (a) Brahminism: Caste. (b) Buddhism.

3. Mahomedan invasions.

4. The Moguls.

IV. The Moguls.

1. Babai.

2. Akbar. (a) Founding of empire. Tolerance in religion. Conciliation of

Hindus. (b) Shah Jahan. Golden age of Mogul rule. Buildings. (c) Jahangir. Roe's embassy. (Quote Jahangir's letters to King James of England. In *Embassy of Sir T. Roe*.) European knowledge of India corrected and enlarged.

V. What the Moguls did for India.

1. In government. Made a firm empire. (a) By reforming the taxes. (b) By conciliating the Hindus.

2. In architecture. (a) Delhi. (b) Agra. (c) Fort at Agra, as typical of Akbar. (d) Pearl mosque and Taj Mahal as typical of Shah Jahan.

VI. The Moguls as tomb-builders. Their idea of a tomb and of death as compared with that of the Egyptians, as illustrated by the Taj Mahal and the Pyramid of Cheops.

1. Taj Mahal.

[Some time will here be spent in studying Mogul architecture, and comparing its forms and decorations with those of other architectures with which the children are familiar. The children will be helped to